

Paramedicine - Associate of Applied Science - Mid-Cycle Review & SLOA Year

Current Compliance Year: 2022-2023

Mid-Cycle review

Recent Recommendations

Feedback will include recommendations from the last Expedited Review or from your most recent review by your school or college. You may not see any feedback or recommendations until you have completed your first full or mid-cycle review.

Response to Previous Recommendations (if any):

--

Student Learning Outcomes

The previous Student Learning Outcomes Assessment has been submitted as its own report. Going forward you will use the following prompts to discuss the success of your most recent SLOA plan and address your assessment activities since your last SLOA report (typically the past two years or since your last program review).

Learning outcomes feedback from last review:

Feedback will be provided once you have completed a full or mid-cycle review.

Discuss your SLOA findings, changes you are making and what you hope to see as a result:

Students who complete the Paramedicine A.A.S. will possess the skills and knowledge to become highly competitive candidates for job openings and promotions within emergency services and related fields.

Graduates will be able to pass the National Registry Paramedic written and practical exam and satisfy the criteria established by the state emergency medical services office for license as a Paramedic within the state of Alaska.

Students will meet expected outcomes in communications, computation, and human relations as listed in the core curriculum.

Discuss the curricular changes made based on assessing your SLO. If you haven't made any curricular changes, please explain why not and address what you did notice in the review, including strengths of your curriculum through the assessment of your outcomes:

One area of discussion was should cumulative testing for the entire Paramedic Program be included within the EMS F283 course. The decision has been made and a curricular change has been requested to remove the summative testing, required by CAAHP Accreditation and add a course for testing.

Are communication outcomes embedded in the SLOA Plan?

As of 2017 all Baccalaureate programs were required to embed the communication outcomes within their SLOA Plans, this is optional for non-Baccalaureate programs.

Not Embedded

Student Success

To access the Student Success Dashboard please sign into a UA computer with VPN connection (if not on campus). You will need your UA credentials and it is best accessed with the most updated version of Chrome, Edge, Firefox or Safari browsers; Internet Explorer is not supported. You will need to filter the data to see your programs. If you need assistance in finding the data for your programs, please contact your data liaison or [Julia Manfredini](#) in the PAIR office.

Data Liaisons

Each school or college has a team of Data Liaisons to help you analyze the data provided in the portal and may be able to help you see your data in multiple contexts. You can find a list of data liaisons on the resources page for Program Review.

The college or school level committee will also have access to this data with the goal that by providing these visualizations data availability will be increased.

Data supplied within the dashboard linked below is intended for Academic Program Review and not for any other purpose.

[Student Success Data Dashboard](#)

Previous Feedback

Feedback will be provided once you have completed a full or mid-cycle review.

Student Success Data Trends:

Increase in pass rates, Decline in degrees awarded
--

If equity gaps were found in any of your disaggregated student success data, please explain how you plan to address those gaps. Please contact your data liaison or make an appointment with [Julia Manfredini](#) to learn more about analyzing your data.

N/a

Optional Data Explanation

Feel free to share more of your thoughts on the data provided.

--

High Impact Practices

According to the AAC&U, High-Impact Educational Practices “have been widely tested and have been shown to be beneficial to college students from many backgrounds.” UAF is particularly interested in Undergraduate Research and/or Scholarly Activity because it is one of our mission fulfillment indicators, but all of these researched High-Impact Educational Practices should be reflected in your program’s student learning outcomes and curriculum.

Previous Feedback

Feedback will be provided once you have completed a full or mid-cycle review.

High-Impact Practices Used in this Program

Please use the following fields to discuss how your program is using the high-impact practices, successes and known issues and solutions, or ways you are considering incorporating them in the future. If you are not using any of the high-impact practices listed, please use the “Other or None of These,” field to share what your program is doing to help students be successful.

High Impact Practices that currently apply to your program:

Internships

Other or None of these (explain)

--

Submission

Submitter & Collaborator Names

Richie Berndt Greg Taylor

Submitter Email

krberndt@alaska.edu

College or School Review Committee

The college or school committees set the tone for helping each program feel seen during this process. We have provided you with strength-based feedback tags to attach to this program review. Please select as many as applicable.

Overall Recommendations

--

Explanation of Recommendations

--

Student Learning Outcomes Assessment Feedback (tags)

Missing curricular connection,Missing collaboration in department

Student Learning Outcomes Assessment Feedback (narrative)

There is a repeat of the outcomes rather than a discussion of results, or analysis. All outcomes say that “program coordinator will evaluate,” but there is no indication of how. There should be a consistent method of evaluation rubric aligned with the outcomes. Methods for assessing communication, computation and human relation skills are based on GER outcomes in GER courses. The report says “coordinator will consult” but there is no indication that this happens, or what the results are.
--

Profile Feedback

--

Financial Feedback

--

Student Success & Equity Feedback

It would be helpful to see some discussion of the tags that you have chosen. The report cites decrease in degrees and increase in pass rates, but neither of those are clear looking at the data. You did not select equity gaps, but there are a few if you analyze the data (fewer ■■■■■ graduate, for example).
--

High-Impact Practices Feedback

The program incorporates a required internship. No others are selected, though it seems reasonable that there must be some. If not, please consider incorporating some, as they have been shown to increase student engagement and success.

UNIVERSITY OF ALASKA FAIRBANKS
Student Learning Outcomes Assessment Plan
Associates of Applied Science - Paramedicine
 Community and Technical College
 5/3/2021

Expanded Statement of Institutional Purpose	Intended Objectives/Outcomes	Assessment Criteria and Procedures	Implementation (what, when, who)
MISSION STATEMENT: The mission of the UAF-CTC Paramedic program is to prepare students for employment as competent entry level paramedics. GOAL STATEMENT: 1) The ability to comprehend, apply and evaluate clinical information relative to the role of an entry level paramedic. 2) The technical proficiency in all skills consistent with the role of an entry level paramedic. 3) Personal behaviors consistent with professional and employer expectations of a paramedic (i.e., integrity, teamwork, compassion, empathy, motivation, communication, and confidence).	Students who complete the Paramedicine A.A.S. will possess the skills and knowledge to become highly competitive candidates for job openings and promotions within emergency services and related fields.	Graduates will pass the program's practical and written final exam. Paramedic students will maintain an Educational Portfolio of the paramedic course.	The program coordinator will analyze the results of the paramedic practical and written final exam given in EMS F282. The program coordinator will analyze the contents of each graduate's Educational Portfolio. The program coordinator will analyze the results of a Yearly Survey of Graduates as well as Employers to be conducted by the Program Coordinator who will disseminate results of the survey to the Paramedic Advisory Board
	Graduates will be able to pass the National Registry Paramedic written and practical exam and satisfy the criteria established by the state medical board for license as a Mobile Intensive Care Paramedic.	Graduates will possess the knowledge and skills to pass the National Registry Paramedic written and practical examination	The program coordinator will analyze the results of the National Registry Paramedic practical and written exam
	Students will meet expected outcomes in communications, computation, and human relations as listed in the core curriculum.	Student outcomes provided by core curriculum faculty in ENGL 111X, ENGL 212X, COMM 131/141X, MATH 105, SOC 100X, and HLTH 114.	Program director will annually consult with listed programs every spring to verify that student outcomes meet program requirements

Submitted by:
